



Indiana Department of Education  
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# **Title III**

## **Annual Measurable Achievement Objectives (AMAOs)**

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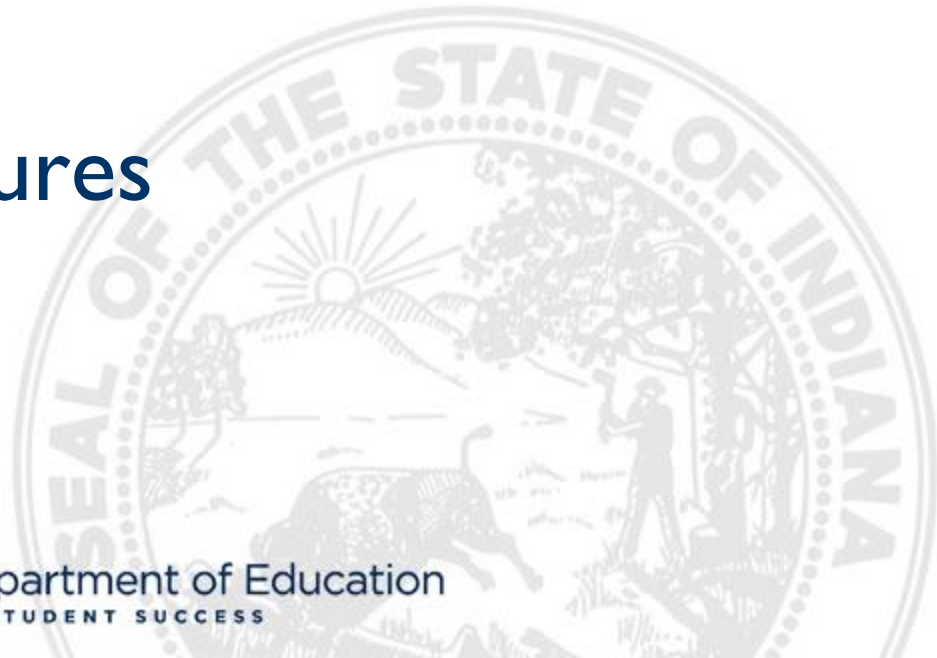
# Overview

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- AMAO requirements
- History of calculations
- Target revision process
- Revised targets
- Policies and procedures



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# Title III AMAO Requirements

Title III, section 3122: Each State shall develop annual measurable achievement objectives for LEP students served under Title III that relate to such children's development and attainment of English proficiency while meeting challenging State academic content and student academic achievement standards as required by Title I, section 1111(b)(1).

## Title III AMAOs shall include:

- I: Annual increases in the # and % of LEP students **MAKING PROGRESS** in learning English;
- II: Annual increases in the # and % of LEP students reaching **ATTAINMENT** of English **PROFICIENCY**; and
- III: Making **ADEQUATE YEARLY PROGRESS (AYP)** for LEP students under Title I



# AMAO Performance Targets

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Based on matched data from the **LAS Links** English proficiency assessment

- AMAO I: Making Progress
- AMAO II: Attainment of Proficiency

Based on Adequate Yearly Progress (**AYP**) data

- AMAO III: AYP for the LEP sub-group

AMAO determinations do not apply to non-public schools.



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# History of AMAO Calculations

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- Spring 2006: first administration of LAS Links
- 2006-07: previous AMAO targets implemented
- 2008-09: Notice of Interpretations (NOI)
  - required that *all* LEP students be included in AMAO determinations; and
  - reinforced that the performance targets must increase annually
- 2009-10: revision of AMAO I and II targets



# AMAO Target Setting Process

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- December 2009 target setting workshop with EdCount, LLC and school corporation ELL representatives, including Title III Directors and teachers
- Group reviewed longitudinal data and provided input and recommendations for revisions to the AMAO performance targets
- Based on this input and research on targets in other LAS Links states, IDOE has finalized the revised performance targets





# AMAO I and II Changes

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- AMAO I:
  - addition of annual increases in the target over time
- AMAO II:
  - addition of annual increases in the target over time
  - shift from **two** performance targets (one for **maintenance** of proficiency and another for **attainment** of proficiency) to **one comprehensive** target
  - overall/composite score of Level 5 as well as minimum domain scores of Level 4 in listening, speaking, reading, and writing now required



# Revised AMAO Performance Target

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## AMAO I: Making Progress

- The LEA has met AMAO I if at least 45% of the Limited English Proficient (LEP) students in grades K-12 had a overall/composite performance increase of 12 or more scale score points from Spring 2009 to Spring 2010 (matched records) on LAS Links.
- This target will increase by 2% annually.





# AMAO I: Making Progress

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Description	Previous Target	New Target 2010	New Target 2011	State Performance 2008-09
Percent of K-12 LEP students with a 12 or more scale score point increase from Spring 2009 to Spring 2010	40%	45%	2010 + 2%	64%



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# Revised AMAO Performance Target

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## AMAO II: Attainment of Proficiency

- LEA has met AMAO II if at least 11% of K-12 LEP students who scored a Level 1 – 4 on LAS Links in Spring 2009 increased to attain an overall/composite Level 5, with at least a Level 4 in each language domain (listening, speaking, reading, and writing), in Spring 2010
- This target will increase by 1% annually.



# AMAO II: Attainment of Proficiency

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Description	Previous Target	New Target 2010	New Target 2011	State Performance 2008-09
Percent of K-12 LEP students who attained a Level 1 – 4 in Spring 2009 and increased to an overall/composite Level 5, with at least a Level 4 in each language domain (listening, speaking, reading, and writing), in Spring 2010	8%	11%	2010 + 1%	14%



# AMAO II: Attainment of Proficiency

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Which LEP students are most likely to attain Level 5 proficiency each year?

- Based on the 5-7 year language acquisition process, the 11% of students reaching Level 5 are most likely Level 4 students who may have been Level 4 for more than one year.



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# AMAO II: Attaining Proficiency

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- It takes LEP students 1-2 years to learn conversational English but it takes 5-7 years to attain academic language proficiency.
- The length of time for LEP students to reach English proficiency depends on a variety of factors:
  - level of English proficiency;
  - prior schooling and literacy in the native language;
  - access to appropriate support to understand content area concepts;
  - knowledge of test taking skills; and
  - quality of English language development instruction provided to students.



# AMAO Performance Target

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## AMAO III: AYP (Adequate Yearly Progress)

- The LEA has met AMAO III if they met **AYP** for the **LEP sub-group**.
- SY 2009-10 AMAO determinations will be based on Spring 2010 AYP data
- If the LEA did not have a LEP sub-group at the corporation level, AMAOs are determined based on AMAO I and AMAO II only.





# AMAO Reporting

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- A student may be counted in all three AMAOs if the student meets the criteria of each category.
- For students who move to a new school corporation between Spring 2009 and Spring 2010, AMAO determinations are based on the LEA where the student tested in Spring 2010.
- SY 09-10 AMAO Reports will be distributed in October 2010.
- Consortia members will have AMAO determinations made as an individual school corporation (10 students) and as an aggregate consortium.



# Title III AMAO Sanctions

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<b>Each Year</b>	<b>Parent Notification Letter</b>
<b>Two Consecutive Years</b>	<b>Improvement Plan</b>
<b>Four Consecutive Years</b>	<b>Program Modifications or SEA funding review and replace staff</b>



# Exiting from Services

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## 1<sup>st</sup> Level 5 Overall Score:

- Exit English language development services; reclassify as FEP for reporting (DOE-LM) purposes; and begin informal monitoring. *(After this point students no longer generate funding)*

## 2<sup>nd</sup> Level 5 Overall Score:

- Begin NCLB required formal two-year monitoring.  
*(No further English proficiency assessment required)*
- **Spring 2009: 1<sup>st</sup> Overall Level 5 score** (exit services)
- **Spring 2010: 2<sup>nd</sup> Overall Level 5 score** (begin 2-year monitoring)
- **SY 2010-11: Monitoring Year 1**
- **SY 2011-12: Monitoring Year 2**



# AMAO Resources

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- AMAO Background & Performance Target Summary
- AMAO Parent Notification Letter (English/Spanish)
- AMAO Parent Resource Guide Handout (English/Spanish)
- SY 2008-09 State Level AMAO report

<http://www.doe.in.gov/lmmp/titleIII.html>



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# Questions?



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